Indonesian Journal of Multidisciplinary Research

Journal homepage: http://ejournal.upi.edu/index.php/ IJOMR/

Failing to Learn English

*Ritesh Karmaker**

Department of English, Nizam Uddin Ahmed Model College, Sherpur, Bangladesh
*Correspondence: E-mail: karmakerritesh@gmail.com

ABSTRACT

This article serves as an excellent illustration of how the use of English in academic contexts is an essential part of learning the language. The students' struggle with learning English, however, is considerable. In Bangladesh, particularly Sherpur Sadar Upazilla, the existence, and use of English have a remarkable influence on students' techniques of communication and learning. The environment for learning has been improved by learning English practices. The article's writing process and the collection of data sources are qualitative. Students from Sherpur Sadar cannot study with Bangladeshi students due to the protocol. Students strive hard to keep up with the learning trend because there are many challenges to learning English, yet the majority of them fail. Students try to follow the learning trend despite several obstacles to English learning, yet the majority of them fall behind. Students strive hard to keep up with the trend because learning English is difficult, yet the majority of them fail. In Bangladesh, there are many barriers to learning English. Due to their academic difficulties, our students frequently overlook English. The result is that despite all the obstacles, they hardly ever learn English. Issues must be resolved because acquiring knowledge of English requires a setting that is conducive to learning the language.

© 2023 Kantor Jurnal dan Publikasi UPI

ARTICLE INFO

Article History:
Submitted/Received 09 Dec 2022
First Revised 22 Jan 2023
Accepted 18 Mar 2023
First Available online 20 Mar 2023
Publication Date 01 Sep 2023

Keyword:
English,
Failing,
Learn English,
Learn.

1. INTRODUCTION

English is a vital subject in the classroom. The importance of English is greater than that of any other subject. This is because English is a universal language. Students are concerned for this reason. Fear first appears when a child. English proficiency is a must for success in higher education. English is regarded as our second language even though Bengali is our mother tongue. Yet, there isn't a formal statement of English's status as a second language (Ara, 2020). For 200 years, the British ruled the subcontinent, bringing their language, English, with them. Even though the Brits were in charge here, English was the primary language used in textbooks. This nation's textbooks were exclusively available in English when it was under British rule. To speed up administrative duties, the British government gave English priority. We still find their language incomprehensible. English was nevertheless utilized for official purposes until the period of independence after the control of the Pakistani king (Bamgbo, 2003). Many adjustments have been made to the English process to make it more conducive to learning English (Chowdhury & Kabir, 2014; Hamid & Erling, 2016). Following Bangladesh's independence, the processing system of education suffered a range of elements, including adjustments to numerous regulations (Chowdhury & Kabir, 2014). It is the instructor's responsibility to help students understand English. Because English is becoming more important on a national level, the government of Bangladesh has taken steps to change how English is taught. It is essential that teachers only speak the target language in class (Farooqui, 2014). One must overcome fear.

The English teacher must first distinguish between somewhat strong students and those who are extremely weak. Then, if required, several approaches ought to be let to operate in a group context. Laggards ought to get continuous encouragement. The instructor will regularly assess the development of his pupils and offer advice for development. Our kids perform poorly in these areas when the next generation of kids lacks the necessary degree of English proficiency for the twenty-first century. As we all know, there are four prerequisites for proficiency in the English language. Speaking, reading, writing, and listening are the four main ones. These skills are less mastered by our students. Because of this, English proficiency among elementary and secondary school students in this country is very low (Hamid and Honan, 2012; Hossain, 2018). Teachers at the secondary level play a crucial influence in student retention, but those who teach communicative English lack a thorough understanding of the educational process (Rahman *et al*., 2018). English at the higher secondary level serves as a stepping stone to having a higher level of the language because it was created to operate the system (Rahman, 2015). The reading ability of primary third to fourth-grade students in English-related themes is not as high as expected nationally. In the current educational system of our nation, English is a crucial subject. This essay explains how poorly performing tertiary English language learners negatively affect the educational experience for all parties involved (Rahman *et al*., 2021).

The existing educational system in our nation makes English an obligatory subject. It is frequently challenging to educate them at the basic level for a variety of reasons (Khan *et al*., 2020). What about those who attend private colleges? There is still a sizable learning gap in the processing of English; certain institutions do teach English well, but not all universities. Students learn to secure entrance to private universities (Hamid *et al*., 2013). Private English classes are offered to students all year long, but it is evident from the results that the majority of students fail this course. The English topic consistently does poorly on public exams. The performance of the Cumilla board this year was influenced by English as well. Also, there is a considerable gap in the level of English proficiency between students in rural and urban areas.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

Students investigate the underlying reasons for English proficiency failure that were found in the success of the important data source from Sherpur Sadar in Bangladesh. They display a variety of causes, including acquiring vocabulary, learning anxiety, practicing poorly in classes with low standards, thinking grammar should be taught along with English, and more, The use of English in a non-English-friendly environment, economic concerns, a lack of implementation of use in the curriculum, and variances between other disciplines can all cause application in practical purposes to differ. Although teachers have different perspectives on the topic of learning, this is the perspective of the pupils. They are far from being able to learn English. Students complete their assignments by understanding what they must know to pass. The majority of people lack interest in anything else. A recent directive from the college and secondary school directors requires English to be taught in that language.

At the same time, more directives were delivered. Teachers used to be given instructions to teach English-related subjects in English. In every subject-matter training, this is stressed. Yet it was never put into practice. Yet there is no justification for carrying it through. Because there aren't many secondary school teachers who can instruct totally in English outside of urban areas. They are the instructors who instruct English in the classroom, and they are well-liked. But the majority of them impart their knowledge in both Bengali and English. They merely finish the academic requirements.

The syllabus created for students' advantage has not been shown to be suitable for students of the pertinent subject (Hossain, 2012). The NCTB syllabus has been updated to reflect the standard, however, the option to use the English learning method is still available. (Kabir, 2023). Few teachers are proficient in both speaking and writing English. Because students are reluctant to learn, they will have trouble following a lecture that is only given in English. Although some urban residents can understand English lectures, most rural residents cannot. Also, since weak pupils already fear English, they will get confused and bored if the subject is taught in English. Engineering students struggle to overcome English learning obstacles and are modest in their use of the English educational system (Jamila, 2011). Making English classes required starting in first grade is another obstacle. Before the 1980s, the third grade was when English language instruction began.

There is even a learning gap at the basic level, which needs to be closed as soon as possible because the primary level is when seeds should be sown; formerly, it was thought that English instruction should begin in sixth grade and last until twelfth grade. The authoritarian Ershad decreed that English should be taught starting in first grade in the 1980s. The response was that everyone should be able to study English because wealthy children attend English schools, but that position is dishonest. The choice, though, is false. Bengali and Mathematics receive insufficient attention at the elementary level since English takes up a considerable percentage of the allotted time. This also wastes valuable teacher and student time. Because Bengali is our first language, there should be a connection between how we learn English and how we deal with Bengali usage. English must be taught in secondary schools with qualified teachers and contemporary teaching materials. English numerals, alphabets, and rhymes must be presented in the fourth and fifth grades of elementary schools. By the time they graduate from high school, all students in Bangladesh's schools should be proficient in both Bengali and English.

The majority of pupils who take private English classes throughout the year performed poorly, according to the data. The use of bilinguals has not improved the status of English; rather, students have diminished Bengali's prestige while neither learning nor improving English (Sultana, 2014). The results of the public examination for the English subject are

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

consistently below expectations. Many competitive examinations may reveal the disparity in English topic ability between rural and urban students. The difference is seen in several competitive exams. Even after years of individual tutoring, it is still unclear why English subject results are so low. Further investigation is required. This is due, in part, to the fact that private coaching is limited to finishing the program. Not at all close to speaking English fluently. Students finish their coursework by acquiring the knowledge required to pass. Not learning English is the objective; passing the examinations is. A majority of folks has no other interests. English-language instruction for all topics has already been mandated for the teachers. This is emphasized at each training session. Yet it was never put into practice. Yet there is no justification for carrying it through. Because there aren't many secondary school teachers who can instruct totally in English outside of urban areas.

Rarely is that effort observed. They are the instructors who lead classes in English and have a solid reputation. Nonetheless, the bulk of them combines Bengali and English in their instruction. He merely completes his studies. Few teachers are proficient in both speaking and writing English. Also, weak learners already have a fear of English, so if they are instructed in English, they will entirely miss the purpose and get bored. Due to the numerous barriers the way, learning is challenging for rural pupils (Rahman *et al*., 2018). Although the distinction may be seen in many competitive assessments, it can be challenging to implement training in rural areas (Hossain, 2016). In addition to the test's low results, it is also unclear why they are so bad despite years of English-related private tutoring.

The lack of skilled English teachers in rural schools is one of them. When classes are particularly large, it might be challenging to instruct the pupils (Alam, 2016). In the primary grades, this is particularly apparent. For a variety of reasons, an English teacher may or may not instruct in English. First off, the concerned English teacher lacks access to and interest in subject-specific practice. The teacher also doesn't have a place to practice her English. especially in underdeveloped areas. Finally, the teacher doesn't have sufficient expertise in English. Our brain is suffering from a deficiency in English-related knowledge. Even after two centuries of dominance, our brain still struggles with English-related issues. Teachers can currently be appointed by NTRCA. He now has three requirements to meet to get hired as a teacher. Historically, however, the managing committee was a factor in the appointment process. Then there were claims of financial wrongdoing and nepotism in hiring. The case didn't give much thought to merit. Real geniuses usually went unnoticed. The sorts of Madrasa students and those at the general level differ from one another. The next level of English study is challenging for students who graduate from the madrasa, but this does not imply that there are no experts (Rahman *et al*., 2021). Teachers and students in our nation both share a fear. Fear in English. English remains a worry for many. Either as a result of a lack of practice or because English is a second language. Running an English lesson is difficult for the teacher. Because ensuring that the majority of students understand the subject covered in a lesson is the primary goal of instruction. Yet, not all students in the classroom have the same abilities. So, it is futile to teach English if the instructor doesn't fully understand the material or only knows it to a limited extent. Nonetheless, a good and clever teacher would concentrate more attention on the subject of English usage is increasingly frequent in the classroom and some students become accustomed to it. There will be several benefits. The CLT system is a new method of teaching children in Bangladesh, so there are some challenges in putting it into practice in this setting of educating children. These challenges in applying them concerning educating students where instructors and students are involved in a new environment must be kept an eye on (Roy, 2016). On the one hand, students in the classroom will benefit from the teacher's increased subject knowledge. They will eventually get over

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

their phobia of English and learn it just like any other subject. Choosing the best strategy for teaching authentic English is the first step. Initially, the choice of prioritizing language use or grammar rests with the teacher. We all agree that if you don't understand grammar, it's almost impossible to learn English. As a result, students spend the majority of their time listening to their teacher incorrectly explain grammar. It is not the right approach (Ahmed, 2013). It is widely accepted that pupils' main concerns when studying Bengali have to do with the terminology used. The main area of worry for students is the terminology used. It is crucial during this stage because children cannot engage in the learning process unless they are aware of the terminology's meaning. They might learn the proper way to use the meaning from their vocabulary. From an early age, children are exposed to Bengali. Although he uses lovely language, the little child does not yet understand grammar. Yet, in light of what he discovers. English is a language as well. Yet, many non-English speakers pick up the language rapidly once they move to an English-speaking country. An individual study his surroundings and picks up behavior from them. Speech and listening are happening here. But, in contemporary educational institutions, only the incomprehensibility of grammar has any effect on children's minds. Even the student's parents are vulnerable to him. Suggest that the instructor only focuses on grammar. This is the mistake that our students commit, and their performance reflects their anxiety. In addition to textbooks, students should be encouraged to watch and listen to English newscasts, sports commentary, and other media. Also, students should be able to practice their English in the classroom. Also, by helping the child at home, the parent can help the child develop fluency in English. Without exerting any English-language pressure on him. Without practice in the elementary or junior levels, it will be challenging to handle issues at a higher level, and the system will fail. English is very helpful in joining the global village because learning it for international purposes is a desperate necessity for connection with the global community. Students wish to study English abroad, but the accents and writing styles may vary based on the teaching methods (Nur & Islam, 2018). The need for English to be used globally has increased, so students can contribute significantly to teaching English here. The need for English to be used as a universal language accelerates the country's development. Students learn to communicate with the rest of the world using the widely used language, English (Obaidul, 2010).

2. METHODS

2.1. Study area

The Sherpur Sadar Upazilla Sherpur District in Bangladesh, with latitude and longitude of 25°00' 00 and 90°01' 0.12" E, respectively, was the location of the study. The city, which has a land area of 356.12 square kilometers and was given district status on February 22, 1984, is situated around 197–199 kilometers north of Dhaka, the capital of Bangladesh.

2.2. Design of research

A convergent mixed design was applied in this article. This research approach was selected because it enables the gathering of a wide range of crucial information that aids in the creation of a thorough grasp of the problem at hand. To locate and examine issues from several angles, a convergent design is employed. On the other hand, the study's focus group participants and key informants were selected through the use of purposeful sampling.

2.3. Method of data collection

Focus groups, semi-structured interviews, questionnaires, and field surveys were used to collect the study's primary data. There has also been a review of the available literature. To

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

lessen their shortcomings, it was decided to combine these methods. Below, each tactic is briefly explained.

2.4. Questionnaire

In this article, a questionnaire serves as the primary data collection tool. There are both closed-ended and open-ended questions in the survey. to simplify and make understandable the survey. They receive it in their speech. Five data collectors under the moderator's supervision were in charge of compiling the data.

2.5. Interview

A semi-structured interview with key informants was conducted to gather data. With the individuals listed, it is completed. This is done to get precise details from the appropriate person to strengthen the questionnaire answers.

2.6. Discussion in focus groups

This inquiry included 10 participants in Focus Group Discussions (FGD). The FGD research was carried out by professors and research specialists from several educational institutions in Sadar Upazilla, Sherpur. Most of the problems raised during the FGD will not have been covered in the questionnaires and interviews. It was commonly combined with survey questions that demanded more details.

2.7. Data examination

Collecting primary and secondary data was followed by editing, graphing, and data analysis. Due to the nature of the data, a qualitative data analysis strategy was used. Primary data was gathered through survey questions and then reviewed. While story and theme analysis were utilized to investigate qualitative data from interviews, focus groups, and literature reviews, the graph provided statistical analysis. In the end, the information from all these different sources was combined. The information used in this inquiry was gathered from both primary and secondary sources. Although internet resources are now fairly helpful, this task still needs to be completed on time and with the right materials. Examples of sources include books, peer-reviewed journal articles, published research papers, websites, and online publications.

3. RESULTS AND DISCUSSION

It has been demonstrated that studying English effectively produces professionals in this field. The traits on exhibit illustrate the drawbacks of writing the article. This study has focused on how Bengali and English can be processed bilingually in educational settings. It has developed into an excellent entry point for outlining the realities of English learning failure. The difficulties of learning English within the complex context of learning English have also been highlighted in many articles. For the stated subject of this article, this method has been used from many angles. The worsening circumstances have made the causes clearer, but not the qualities of this piece. With the information acquired, practice is now the main emphasis of English learning problems. The paper's primary focus, however, has been identified as the reasons why students fail to learn English. The environment for studying English may be properly provided for the students from Sherpur and Bangladesh if the gaps in English proficiency are filled. In terms of learning trends, the situation is comparable in Sherpur.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

Respondents' views (from 2852 respondents) on gathering field data on failing to learn English in Sherpur. The majority of the respondents 2737(95.96%) said 'yes' about the failure of learning English. While the least respondents 57(1.99%) said 'no' about the failure of learning English in their education life. On the other hand, respondents 58(2.03%) 'didn't say anything' about the failure of learning English in the Field survey in Sherpur Sadar Upazilla, Sherpur. This indicates the variation in the opinion of the respondents about the failure of learning English. The variety of their opinions has been shown in the above graph.

The issues outlined in the article have been a major factor in English learners' failure. This might encourage others to conduct additional research and address the problem to promote education in Bangladesh's Sherpur District. One district only, Sherpur, may be highlighted. Nonetheless, addressing the trend of English study may attract attention. The process of problem-solving is to be utilized as a barometer of English learning failure. This process has led to the article being recognized as the best way to learn English as a result. This article includes qualitative components that illustrate the characteristics related to the issue of perfection in improper English learning. The article demonstrates how difficulties with learning English persist in Bangladesh, with Sherpur Sadar serving as the country's focal point for these difficulties. This international medium has acted as a catalyst for both communication and learning medium. In contrast to many emerging nations, the consequences of not studying have pushed the kids back in this area. The presentation of research results on the negative effects of learning English in Bangladesh may aid in future studies or policy decisions that will benefit both students and the nation's development. Research on the disadvantages of learning English has greatly benefited from the data sources discovered during the study. The pupils in Sherpur Sadar, Bangladesh, demonstrate the appropriate causes cited in the essay for their difficulties with English learning.

In **Table 1**, to achieve the purpose of this research, which was to ascertain the factors for failing to learn English in response to the article, the students were asked to submit background information such as age, gender, and highest academic qualification.

Table 1. Summary data from a field survey in Sherpur Sadar Upazilla, Sherpur.

		Frequency	Percent
Age category	Below 18 to 20	1543	54.10
	21-24	941	32.99
	25-28	368	12.90
Gender	Female	1825	63.99
	Male	1027	36.00
Highest academic certificate or program			
	Graduate	142	4.97
	Undergraduate	258	9.00
	High school	1739	60.97
	Senior school	599	21.00
	Junior school	114	3.99

Background data was about the students (n=2852) (see **Table 2**). The bulk of the students 1543(54.10%) were under the age of 18 to 20. And the lowest number of students 368(12.90%) were aged 25-28. Of the students, 941 (32.99%) were between the age of 21-24. The gender of the majority of students (1825; 63.99%) was female, whereas the gender of the minority of students 1027(36.00%) was male. The majority of students, 1739 (60.97%) students received high school certificates, while 599 (21.00%) received senior school certificates. 258 students (9.00%) had Undergraduate degrees, 142 (4.97%) finished their graduate degrees, and 114 (3.99%) earned their junior school certificates.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

Table 2. Background information from students who participated in a field survey regarding several areas of English failure.

		Frequency	Percent
Types of problems	Vocabulary	713	25.00
	Fear	513	17.98
	Lack of practice	456	15.98
	Grammar	427	14.97
	Economic	288	10.09
	Not in practical use	342	11.99
	Syllabus	85	2.98
	Skilled teachers	28	0.98

713 students (25.00%) became unable to study English for vocabulary. Whereas just 28 students (0.98%) failed to acquire English from skilled teachers. Fear 513(17.99%). Due to a lack of practice, 456 pupils (15.98%) failed to learn. A total of 427 pupils (14.97%) failed to study Grammar. Because English was not being used in the classroom, 342 pupils (11.99%) failed to learn for not in practical use. 288 students (10.09%) encountered financial difficulties while learning English. Because of syllabus conflict, 85 pupils (2.89%) failed to learn.

4. CONCLUSION

Students in Sherpur have a lot of issues as a result of their difficulty learning English. They found it challenging to learn English because of this propensity. As a result, they pass up an opportunity to pursue a career that could help them lead Bangladesh. They lack learning preferences for a variety of reasons. They are unable to follow the rapidly changing trends of the day because they are unfamiliar with this strange language. They are unable to become fluent in both their native language and English. Fear is a significant contributor to the various reasons why students struggle to learn English. That is the biggest obstacle to learning for the students, along with the mountain of vocabulary in the approach.

Children are denied numerous opportunities that may show them the way to success in life and help build the nation since there are so many barriers to learning English. These issues impede students from succeeding in their goal of learning English. Even though it is a foreign language, the field survey reveals that they are eager to learn. Students from Bangladesh, particularly those from Sherpur, will be able to take part in the process of acquiring access to learn English for both themselves and the nation if the barriers are removed. By addressing the causes, actions can be taken to support students in embracing the way of learning English. They might not be sufficient given the difficulties Bangladeshi students are having studying English, especially given the language barrier.

5. ACKNOWLEDGMENT

I would like to acknowledge the support and encouragement I received from Hrishav and Shamoly in writing this paper, as well as the technical assistance I received from M. I. Anik in completing this research piece. I also want to thank the journal's editor and reviewer.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

7. REFERENCES

Ahmed, S. (2013). The current practices of teaching grammar in CLT at secondary school level in Bangladesh: Problems and probable solutions. *Theory and Practice in Language Studies*, *3*(8), 1328.

Alam, M. M. (2016). Problems in teaching english speaking skill in large classes of rural colleges in Bangladesh: A case study. *International Journal of Social Sciences*, *44*(1), 25-38.

Ara, R. (2020). A foreign language or the second language: The future of english in Bangladesh. *International Journal of Language Education*, *4*(1), 81-95.

Bamgbo, A. (2003). A recurring decimal: English in language policy and planning. *World Englishes*, *22*(4), 419-431.

Chowdhury, R., and Kabir, A. H. (2014). Language wars: English education policy and practice in Bangladesh. *Multilingual education*, *4*(1), 1-16.

Farooqui, S. (2014). The struggle to teach in English: A case study in Bangladesh. *Journal of education and human development*, *3*(2), 441-457.

Hamid, M. O., and Erling, E. J. (2016). English-in-education policy and planning in Bangladesh: A critical examination. *English language education policy in Asia*, *11*, 25-48.

Hamid, M. O., and Honan, E. (2012). Communicative english in the primary classroom: Implications for english-in-education policy and practice in Bangladesh. *Language, Culture and Curriculum*, *25*(2), 139-156.

Hamid, M. O., Jahan, I., and Islam, M. M. (2013). Medium of instruction policies and language practices, ideologies and institutional divides: Voices of teachers and students in a private university in Bangladesh. *Current Issues in Language Planning*, *14*(1), 144-163.

Hossain, M. A. (2018). Difficulties of learning English Language at the secondary level: A case study of Thakurgaon district. *Journal of Education and Training*, *5*(2), 165-181.

Hossain, M. M. (2012). English syllabus of SSC level in Bangladesh: An evaluation. *Bangladesh Research Foundation Journal*, *1*(1), 15-32.

Hossain, M. M. (2016). English language teaching in rural areas: A scenario and problems and prospects in context of Bangladesh. *Advances in Language and Literary Studies*, *7*(3), 1-12.

Jamila, F. (2011). Learning English at the B. Sc. engineering level in Some Universities of Bangladesh. *Language in India*, *11*(8), 169-177.

Kabir, S. A. (2023). English language at secondary level in Bangladesh: (Dis)connections between policy and practice of oral skills. *The Qualitative Report*, *28*(1), 301-322.

Khan, M. E. I., Siddique, M. A. B., and Shiblu, M. N. H. S. (2020). Custom practices of english education at the rural primary schools in Bangladesh. *International Journal of Learning, Teaching and Educational Research*, *19*(11), 71-87.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

Nur, S., and Islam, M. (2018). The (Dis) connection between secondary english education assessment policy and practice: Insights from Bangladesh. *International Journal of English Language Education*, *6*(1), 100-132.

Obaidul Hamid, M. (2010). Globalisation, english for everyone and english teacher capacity: Language policy discourses and realities in Bangladesh. *Current issues in language planning*, *11*(4), 289-310.

Rahman, A. R. M. M., Jalaluddin, I., Mohd Kasim, Z., and Darmi, R. (2021). Aliya madrasah students' motivation for learning English in Bangladesh. *Journal of Language and Linguistic Studies*, *17*(1), 70-84.

Rahman, M. (2015). Teaching english at HSC level in Bangladesh: An empirical appraisal. *ASA University Review*, *9*(1), 203-216.

Rahman, M. M., Pandian, A., and Kaur, M. (2018). Factors affecting teachers' implementation of communicative language teaching curriculum in secondary schools in Bangladesh. *Qualitative Report*, *23*(5), 1104-1126.

Roy, S. (2016). Challenges to implementing communicative language teaching (CLT) in Bangladesh. *Language in India*, *16*(3), 218-235.

Sultana, S. (2014). Young adults' linguistic manipulation of english in Bangla in Bangladesh. *International Journal of Bilingual Education and Bilingualism*, *17*(1), 74-89.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970